

**LEARNING ORGANIZATION AND PERFORMANCE OF KENYA URBAN
ROADS AUTHORITY**

MURIITHI WANGUI ZIPPORAH

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DECLARATION

This research project is my original work and to the best of my knowledge has not been presented for any degree in any other University or for any other award.

Signed ----- Date -----

Muriithi Wangui Zipporah

D53/NKU/PT/26160/2018

I confirm that the work presented in this research project was carried out by the candidate under my supervision as the appointed University supervisor.

Signed ----- Date -----

Dr. David Kiiru

Department of Business Administration,

School of Business,

Kenyatta University

DEDICATION

I dedicate this project to my Creator whose providence, favour and love I treasure and to my family for their love and understanding.

ACKNOWLEDGEMENTS

My gratitude goes to God for showering me with His blessings in the course of my studies. I also acknowledge my supervisor Dr. Kiiru for his commendable guidance without which this project would not have been possible. Lastly, it's my pleasure to acknowledge all my classmates for the knowledge shared during this study period.

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ABBREVIATIONS AND ACRONYMS

BSC	Balance Score Card
CEO	Chief Executive Officer
EVA	Economic Value Added
GoK	Government of Kenya
KURA	Kenya Urban Road Authority
MVA	Market Value Added
NACOSTI	National Commission for Science, Technology and Innovation
ROI	Return on Investment
SPSS	Statistical Packages for Social Sciences

OPERATIONAL DEFINITION OF TERMS

- Continuous Learning:** The ability to constantly develop and improve employee's skills and knowhow so as to perform efficiently and adapt to variations in KURA
- Dialogue:** An argument or discussion that allow two agents (Management and staff of KURA) to share knowledge to jointly construct arguments for a particular claim that none of the individual participants may construct from their own personal customs alone
- Empowerment:** A process of improving people's right and will to decide and develop them by empowering, helping, sharing, training and cooperation.
- Learning Organization:** It is a place (KURA) where people constantly expand their capacity of creating outcomes, through broadening and nurturing of thinking patterns, where there is freedom in collective aspiration and people are constantly learning to learn
- Organizational Performance:** The general performance of an organization. Operationalized in terms of efficiency, effectiveness and timely delivery of services in this study
- State Corporation:** A state corporation is a publicly owned corporation by the state or government. It is a government created legal entity mandated to carry out commercial activities to advance and indigenize its economy. In this study, the state corporation is KURA
- Team Learning:** Refers to transforming colloquial and shared thinking skills so that KURA staff can dependably advance intelligence and capability grander than the sum of individual members' talents

ABSTRACT

Many firms strive for a culture of learning organization, by creating, acquiring and transferring knowledge while adapting its patterns to mirror the acquired information and concepts. Performance of Kenyan state corporations and in particular, Kenya Urban Roads Authority remains critical for the micro and macro-economic development of a nation. The research determined the effect of learning organization on performance of Kenya Urban Roads Authority. Specifically, the study determined the effect of continuous learning, dialogue, team learning and empowerment of staff on performance of Kenya Urban Roads Authority. The study was grounded by organizational learning theory, theory of constraints and assimilation theory. Descriptive survey research design was adopted and a population limited to 220 employees of Kenya Urban Roads Authority was targeted. Random sampling assisted in selecting a sample size of 142 respondents. Two strata were used; the management level staff stratum and the lower level stratum. The study utilized primary data where self-administered questionnaires were used as the main instrument for collecting of data. Content validity of the instruments was achieved by seeking expert's advice while their reliability was achieved at coefficient value of 0.7 using Cronbach alpha test. Data was analyzed through descriptive statistics and the relationship between the variables was established using linear regression analysis. Results showed that the mean summaries of the continuous learning, dialogue, team learning and empowerment statements, respondents agreed to a great extent that the learning organization dimensions affected the organizational performance of Kenya Urban Roads Authority. Moreover, the relationship between organizational performance of Kenya Urban Roads Authority and continuous learning, dialogue and team learning was positive and statistically insignificant. The relationship between organizational performance of Kenya Urban Roads Authority and empowerment was positive and statistically significant. Results also showed that the linear correlation between the continuous learning, dialogue, team learning and organizational performance was positive and insignificant while the linear correlation between the empowerment and organizational performance was positive and significant. The study recommends empowerment of employees as it will lead to stronger job performance, job satisfaction and commitment to the organization thereby positively affecting the performance of Kenya Urban Roads Authority.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Many firms strive for a culture of learning organization, by creating, acquiring and transferring knowledge while adapting its patterns to mirror the acquired information and concepts (Marquardt, 2012). This is an indication that learning organization is a promising concept in management of organizations enhancing their performance (Mbakaya, 2018). Further, organizations learn when their employee learn, hence there is a good case for individuals to double efforts and to achieve the workplace targets. This translates to better individual performance and which in turn improves organizational performance.

Leaders have a very significant function in determining the learning setting and in aiding learning among organizational members. Research has shown that there are social and organizational consequences for leaders since they create a learning supportive setting (Marquardt, 2012). There is need for leaders to be trained and their identity-formation consequences enhanced since they adopt a standpoint that is facilitative to learning together with the duties that are associated with learners that are empowered. Relying on the initiatives and innovations of employees may result to dispute between the traditional management and leadership responsibilities bringing about resistance inclusive of the management in the senior positions and employees if they be the losers (Akhawan, 2010).

Adaptive learners and organizations are learning inconvenienced as far as building new sources of competitive advantage is concerned (Bersin, 2009). This is as a result of them being focused on incremental variation outcomes that their competitors can

decode since their future strategy is predictable. Redirecting, regenerating and changing a strategy generally is a challenge, when combined with centralized and technical rules, imposed conformity, regular and risk-avoidance customs which act to impede diversity of opinions and experimentation (Kibet, 2010). Thus, Richard *et al.* (2009) denoted that the adaptive method enhances organizations to harness learning so as to better handle with variation.

Organizations advance and learn from experience through their history and the strategic decision choices (Richard *et al.*, 2009). In solving challenges, taking chances and making mistakes, there is creation of cultures that act as repositories for lessons learnt and expertise reflecting collective learning (Omadede, 2012). Learning that is embedded in culture and expertise are transmitted between employees through socialization and thus it is not whether there is learning or not, or the process of an organization becoming a learning organization, it is about whether all organizations have unique learning abilities and unique techniques of learning and therefore the focus should be on understanding the learning processes and the existing mechanisms and how, where and what gets learnt (Perrin & Marsick, 2013).

State corporations have featured significantly in the development strategies of most nations in Africa. Most of the state corporations and especially those in road network, energy, water and sewerage, telephone and communications, transport, have had a long history of performing poorly (Mutegi & Ombui, 2016). Governments in Africa, with or without the help of donors, have been unsuccessful in reforming state owned organizations using evolutionary approaches short of ownership variations. Lack of this success brought about heavy reliance on private sector participation and ownership. A high quality road network especially in urban areas is a treasured asset for any economy

(Esha, 2014). With the Kenya vision 2030 and promulgation of the new constitution, Kenya has set up a detailed development blueprint and political framework promoting wealth creation and equitable development. Making effective transport and communication is important in the accomplishment of this objective (Ministry of Roads, 2011). Further, the Kenyan government acknowledges that attaining Kenya Vision 2030 and millennium development goals is highly dependent on road networks that are quality (Esha, 2014).

1.1.1 Organizational Performance

This is the definite outcome achieved as measured against the anticipated output (Richard, 2009). Further, it is the information obtained on accomplishment of the financial and non-financial goals of an organization (Lebans & Euske, 2006). According to Richard (2009) organizational performance consists of the output of the organization compared to its objectives and goals. The major areas that organizational performance is measured against are the performance in terms of finances, returns of the shareholders and the performance in the market. Organizational performance is considered as an important concept in the measuring of the processes and the procedure and their modification in the improvement of the outputs and the efficiencies of the processes of the organizations (Nderitu, 2016) and the concept can either be applied on the performances of individuals or the organization as a whole in the determination of the achievement of the objectives.

The dimensions that make up organizational performance include products, profitability and the image of the organization. Rust (2010), contends that advanced levels performance and increased commitment are results that are expected in organizations whose involvement is high but are impossible where the environment of

operation is hostile. Torrington (2008) argued that the impacts resulting from performance in regard to the human resource routines and procedures are multiplicative rather than additive. Further, there is a likelihood of more impact of the performance when there is a specific set of mutually fortifying procedures other than the application of the procedures in isolation. In most cases, it is usually assumed that planning and managing the individual performance of an organization only happens when significant steps have been made in the identification of performance needed in the whole organization (Wu & Liu, 2010).

Organizational performance was categorized as service quality, productivity level, profitability, product-to-market time and innovation rate and found out that they were related to higher organizational performance (Rizov & Croucher, 2009). Kunze, Boehm and Bruch (2013) further determined organizational performance using perceptions of top managers of financial circumstances, organizational growth, employees' productivity, fluctuation and maintenance of employees in comparison to their direct industry competitors. Wieseke (2012) did an assessment of organizational performance focusing on return on investment and growth in sales and observed a strong, positive relationship. There was a significant relationship between return on investment and sales growth which were used as the OP measurements (Atalay *et al.*, 2012).

Effectiveness of an organization comprises of its capability in performing a role with optimum echelons of input and output. Enhancing the effectiveness of an organization is a significant issue for most organizations as a matter of being calling for the implementation of significant factors of organizational effectiveness (Boden *et al.* 2012). Improving the effectiveness of an organization is critical for organizational

success and as a result, there is an expectation that the managers would assist in increasing the effectiveness of their work setting (Tahsildari & Shila, 2015). Weldy (2009) suggested that learning organization enhances the effectiveness of an organization and thus has a positive influence the performance of an organization.

1.1.2 Learning Organization

Learning organization is an organization coalescing knowhow and intellectual asset management, invention, learning organization and individual learning (Khosravi & Ahmad 2013) and the organization's ability to enhance the learning, revolution of itself and its members (Lee, 2012). It is also said to highly plant the capabilities of learning, accommodating and variation in the culture of the organization and more efficiently training staff including attaining competitive advantage, knowhow and the formation of a working team (Cheung *et al.*, 2013).

It is a model type of organization with the ability to lead more effective learning to improve the advancement of an organization (Nazar, 2013) in addition to empowering employees, enhancing commitment of the employees and reducing the requirements of technical organization (Yazici, 2012). It allows organizational members to continuously expand their capabilities, create acceptable outcomes, ability to cultivate new thinking ways and continuously learning to get skills together in an attempt to form the basis for success (Ganjinia *et al.*, 2014).

Cheng and Fu (2013) identified organizational learning dimensions as systems thinking, personal mastery, mental models, building shared vision and team learning. The dimensions are focused on a shift of mind from envisioning parts to envisioning wholes, from envisioning people as helpless reactors to envisioning them as active members in shaping their reality, from reacting to the current to creating what is

forthcoming (Senge, 2010). Continuous learning shows an endeavour by an organization to come up with learning prospects for the employees (Mayo, 2010). The necessity for continuous learning at all echelons of the job is attributable to reasons relative to business and organization. The widening global economy as well as international competition, new advancements and inventions, rapidly varying technology, expectations of the customers, management of quality, demographic variations, skills needs shows challenge for the flexibility of an organization functioning in this set-up. Organizations have to change and embrace fresh ways to continue being competitive. To survive in a fast changing and competitive environment continuous learning has become essential (Howard, 2011). An understanding of dynamics that contribute to continuous learning and their impact on performance are essential.

Dialogue is the collective and collaborative communication method by which persons collectively explore their individual and collective expectations and tendencies (Agarwal *et al.*, 2012). Persuasion dialogue will still be a success even where initial disagreement remains unresolved for the reason that there is the benefit the parties to make known their assumptions and commitments in the course of the dialogue. It is considered a success where the exchange of arguments bears the features that define the ideal stances that each party to the dialogue must show for the dialogue to be a truly two-sided and interactive argument (Liu & Li, 2012).

Team learning is the cooperation of the team in the use of resources efficiently as a team. It is an essential mastery an organization and its members must have for building an efficient learning organization. It promotes and assists learning so that it can adapt and transform itself to attain its objectives in a vigorous and competitive world (Harvey,

Bresman, Edmondson & Pisano, 2018). Team learning requires several components to be effective and discussion is the first component (Bouwman, Runhaar, Wesselink & Mulder, 2017). Accomplishment of the overall organizational objectives and goals is enhanced through teamwork.

Employee empowerment is the course by which peoples' rights and will to choose and progress themselves is increased through empowerment, help, sharing, training and cooperation (Kocel, 2011). Participative policy making is the utmost level empowerment; it allows all the employees of the organization to participate in policy and strategy formulation (Pedler, 2009). Agarwal (2009) look at empowerment as the will to train others, appropriately framing questions to probe mental models, and making oneself accessible as a resource for further consultation. Learning organization provides encouragement to employees to keep up the hard work in ever more hostile and chaotic environment (Stewart, 2011). Empowering employees has measurable positive impacts on the organizational performance.

1.1.3 Kenya Urban Roads Authority

The Kenya Urban Roads Authority (KURA) is a statutory body which was formed in 2007 by the Kenya Roads Act. The Act also formed other Roads Authority (RAs) and stipulated their powers and roles in the Act. The Authority began its functions in the FY 2007/2008 with its head office in Nairobi and ten (10) regional offices within the country (KURA, 2014). Since its inception in 2007, KURA has been carrying out its mandate in managing, developing, rehabilitating and maintaining all public Roads in Cities and Municipalities efficiently except where the roads are National Roads. The core roles of KURA are to construct, upgrade, rehabilitate and maintain roads under its control, control urban road reserves and right of entry to roadside developments,

implement roads policies concerning urban roads, ensure observance by motorists to the rules and procedures on axle load control stipulated under the traffic act and under any policies under the act and ensure that the road networks quality is in compliance with such standards as may be (KURA, 2014).

Traffic congestion, improving road safety and as a result spurring socio-economic development are the priorities of KURA. Rehabilitating and expanding the existing roads in addition to maintenance as basis to having better road networks is what KURA has been doing (KURA, 2014). The Northern and Eastern Bypass was part of the new developments carried out from 2008 to 2012. Implementing and completing the strategic goals as indicated within its performance contract for the period 2011/2012 made KURA receive a good rating of very good between 2012 and 2014 (KURA, 2014).

1.2 Problem Statement

Organizations are continuously striving for better results, influence and competitive advantage. Nevertheless, most organizations are finding it hard to get it right. Performance of KURA remains crucial for micro and macro-economic advancement of a nation. The government of Kenya has admitted that over the years there has been poor performance in terms of timely delivery, efficiency and effectiveness of services which has impeded the achievement of sustainable economic growth (Akaranga, 2008; Ongeti & Machuki, 2018). Further, effectiveness and efficiency are performance measures, which organizations can use to determine their performance making performance of KURA a matter of great concern to the management practitioners, government and the public at large. Road construction projects by KURA are facing challenges of non-completion and failure due to time inefficiency, inadequate funds, ineffectiveness and

inefficiency in resource utilization (Gitahi & Tumuti, 2019; Nyarieko, Nzioka, Oludhe & Osepere, 2019).

Ayilo (2010) studied learning organization in the Kenyan banks in Kenya and concluded that learning organization dimensions were practiced in Kenyan banks. Kamuti (2010) studied organizational learning practices adopted by state corporations and found out that the practices adopted were skills management, continuous learning, dialogue and inquiry, open communication. Mbuthia (2018) determined the effects of learning organization dimensions on the organizational performance of commercial banks within Ongata Rongai Township. The study concluded that dimensions of learning organizations had a significant effect on the organizational performance of commercial banks. Nzuve and Omolo (2012) concluded that more than half of commercial banks in Kenya had adopted the dimensions of learning organization. Omadede (2012) conducted a study on learning organizational practices at Kenya Shell Limited in relation to various dimension of the learning organization model and established that team learning was positively related to performance where increase in team learning led to increase in performance of the organization.

Despite the increased study on learning organization in Kenya in the recent years there are few current study on learning organization dimensions and their influence on organizational performance of state corporations. There exist few studies focusing on the variables employed in the current study. Lastly there exist mixed results on the effect of learning organizations. This hence saw a need of conducting the current study with the aim of determining the effect of learning organization on performance. Therefore, this study aimed at filling this gap on the effect of learning organization on

performance of state corporations. The study focused on learning organization and performance of Kenya Urban Road Authority (KURA), a state corporation in Kenya.

1.3 Objectives of the Study

1.3.1 General objective

To investigate the effect of learning organization on performance of Kenya Urban Roads Authority (KURA)

1.3.2 Specific Objectives

Objectives of the study were:

- i. To determine the effect of continuous learning on organizational performance of Kenya Urban Roads Authority.
- ii. To establish the effect of dialogue on organizational performance of Kenya Urban Roads Authority.
- iii. To ascertain the effect of team learning on organizational performance of Kenya Urban Roads Authority.
- iv. To find out the effect of empowerment on organizational performance of Kenya Urban Roads Authority.

1.4 Research Questions

The research questions were:

- i. How does continuous learning affect organizational performance of Kenya Urban Roads Authority?
- ii. What is the effect of dialogue on the organizational performance of Kenya Urban Roads Authority?
- iii. How does team learning affect organizational performance in Kenya Urban Roads Authority?

- iv. How does empowerment affect organizational performance in Kenya Urban Roads Authority?

1.5 Significance of the Study

The research findings and conclusions are expected to contribute to a better understanding on how to promote the practice of the learning organization within state corporations in Kenya. The results of the study may guide managers within the state corporation during decisions making in terms of learning strategies. This will as a result help in formulation of strategies and guide organizational transformation to superior management culture.

To the scholars, this study adds value to the existing body of knowledge as it has recommended ways for improvement of organizational performance by leveraging on learning organization dimensions. In addition, the research forms a basis for further research in the area among scholars, and further, acts as reference in the field of HRM within the concepts of organizational learning and performance. This study helps KURA in assessing the significance of adopting learning organization dimensions on their general performance with regard to boosting its efficiency.

1.6 Scope of the Study

The study delimited itself to investigating the effect of learning organization on performance of Kenya Urban Roads Authority (KURA) in Kenya. Specifically, it looked at the effect of continuous learning, dialogue, team learning and empowerment on performance of KURA. The study focused on the management level staff and the lower level staff of the organization as the target population. The study used primary data. Organizational learning theory, theory of constraints and assimilation theory were used. The study was carried out towards at the beginning of the year.

1.7 Limitations of the Study

The study was limited to primary data that was collected using questionnaires. Answering of the questions depended on the understanding of the respondents on the questions. This was overcome by pilot testing the questionnaire before actual data collection so that questions that seemed hard to the respondents were simplified. The study suffered from financial constraints. This shortcoming was overcome by taking the minimum sample of respondents to ensure that the project was completed. The study was conducted in a parastatal only without involving other organizations. There was a possibility of receiving biased responses or withholding of information since they were the only respondents. The researcher countered this shortcoming by assuring the respondents that the exercise was only for educational research and the final report would be given out for their review if they required it.

1.8 Organization of the Study

This project is organized into five major sections. Chapter one is study's background, problem statement, research objectives, research questions, study's significance, study's limitations and study's scope. Chapter two covers theoretical framework, empirical review, summary of research gaps and the conceptual framework. Chapter three covers; research design, population of the study, sample and sampling design, data collection, reliability and validity, data analysis, data presentation and ethical consideration. Chapter four outlines data analysis and discussion while chapter five is summary of results, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of theories and past studies related to learning organization and performance. The studies were further summarized and critiqued with the resultant gaps outlined. The last section of the chapter is an illustration of the conceptual framework of study variables.

2.2 Theoretical framework

The theories that were reviewed and discussed in line with the learning organization and performance were organizational learning theory, theory of constraints and assimilation theory.

2.2.1 Organizational Learning Theory

The concept of organizational learning was founded by Argyris and Schon (1996). The concept posits that learning and successful organizations have the capacity to learn sooner, better and faster than their competitors and utilize this learning in their working process (Alavi, 2010). Organizational learning dates back to the late 1970s, a period when researchers focused on the concept from a psychological viewpoint. Argyris and Schon (1978) advanced the concepts of single-loop and double-loop learning. They christened the processes by which mistakes are rectified by employing other strategies or processes calculated to produce different and successful outcomes, single-loop learning. Single-loop learning happens when organizations identify faults, fix them, and then proceed with their existing policies and objectives. It is said to be double loop learning where organizations identify faults and alter their policies and objectives before they adopt remedial action (Romero, 2014).

Organizational learning has also been defined as the actions of the organization like acquiring knowledge, distributing information, interpreting that information, and consciously or subconsciously maintaining memory on the positive variation of the organization (Templeton *et al.*, 2002). In terms of the learning role in behavioral change, organizational learning combined process tailored to support and protect the organizational behavioral change (Rodriguez *et al.*, 2003; Perez Lopez, 2005). Alerga and Chiva (2008) described organizational learning as the process by which organizations learn. This encompasses every change to the organizational models which has the effect of improving or preserving operational performance. The means of evaluating learning in organizations is also an issue of focus (Cullingford, 2010).

Organization learning is a result of organizational inquiry. Every time the expected end results vary from the actual outcome, the researcher or organization will want to engage in inquiry to find out and, where required, solve the inconsistency. It is in the course of this inquiry, that the researcher will interact with other members of the organization. Learning takes place in the course of this interaction. It is for that reason, that learning is said to be a direct product of this interaction (Argyris & Schon, 1996).

The concept has two tenets. The first tenet of the concept is the single loop learning. This is made up of one feedback loop once strategy is adjusted as reaction to an unexpected outcome (this is also called error correction). For instance, where there is a decline in sales, marketing managers will seek to find out the reason, and make strategy adjustments in an attempt to grow the sales according to the set targets. The other tenet of the concept is the double loop learning perspective which refers to learning that happens as result of the change of theory-in-use. In this tenet according to Argyris and Schon (1996) the values, strategies, and assumptions that guide the action to be taken

are altered so as to create a more efficient environment.

This theory informed the study on the strategies to be used in adopting learning organization dimensions and the concepts identified by the management such as knowledge creation, retention and transfer. The theory also informed the study on the impact realized on the adoption of the learning organization dimensions in KURA and therefore addressed all the objectives of the study.

2.2.2 The Theory of Constraints

The theory was developed by Goldratt (1984). He popularized theory as an overall management philosophy. First on the scene was the Optimized Production Timetables scheduling software (Goldratt & Cox, 1984). The theory has since advanced from a basic production scheduling software program to a complement of integrated management tools (Spencer & Cox, 1995). In the view of Goldratt (1990), Klein and DeBruine (1995) and Dettmer (1997), TOC considers organizations to be chains made up of a number of links or networks of chains. When seen as constrained systems, links of a chain all play a role in furtherance of the goal. Every link is heavily reliant on the others. But as expected the chain, can only be as strong as its weakest link.

Goldratt's TOC posits that the overall performance at organizational level can only be as good as its weakest link. Improvement in the performance of the organization must as an initial step find the weakest link or constraint and remedy it. It is made up of distinct, but related processes and interrelated concepts which include: the performance measures and five focusing steps, logical thinking processes and logistics. It follows therefore that if at all times there will be a constraint; the TOC then employs a focusing process to point out constraints and makes changes to the organization to remedy the constraint (Cox & Goldratt, 1986).

The theory underscores the usage of Goldratt's three key performance measurements. These measurements are throughput, inventory and operating expense. He emphasizes the use the three global operational measures instead of the local ones like efficiency and utilization. He considers increasing throughput the greatest of the three. In this case throughput means the rate at which an organization is able to make money not by way of production but by way of sales. This is because according to this theory goods are not considered assets until they are sold (Puche, Ponte, Costas, Pino, De la Fuente, 2016). Goldratt presented a system which entails identification of a constraint, its exploitation, subordination of other activities, then elevating it and finally if there is any change, start yet again at step one (Goldratt & Cox, 2004)

The Thinking Processes lay emphasis on the current issues that inhibit the system from reaching its targets. Number one is to identify symptoms in the system that show the system is not performing according to expectations. On that basis, the TOC Thinking Process tools are deployed to deduce the reasons of the symptoms identified and the steps to be taken to rectify those causes and the extent to which corrective actions can be taken (Klein, 1995)

The importance of this theory in the study was to ensure constant performance enhancement in the organization through identifying weakest links or constraints in the organization and continually remedying the problem. Increasing throughput and/or decreasing operating expense through increased efficiency by staff should lead to the accomplishment of ultimate goal of growing market reach share and consequently increasing profitability (Puche, Ponte, Costas, Pino, De la Fuente, 2016). Anything that prevents KURA from reaching its set performance objective is thus labeled a constraint. Learning organization dimensions should therefore be geared towards streamlining all

the functions towards alleviating the constraints in KURA and thus this theory addressed all the four objectives of this study.

2.2.3 Assimilation Theory

Nevis, DiBella and Goulds (1995) were the proponents of this theory. This theory presents a learning process that features three unique phases which are knowledge acquisition which consists of the development of skills, perceptions and associations, knowledge sharing characterized by the distribution of what has been learnt and usage of knowledge which consists of the integration of learning making it largely available and generalizable to new circumstances. The three phases are greatly behavior-connected and they focus on practical application more than cognition.

The concept of the assimilation theory as proposed by Nevis *et al.* (1995) has seven learning inclinations that advance the mindset and approaches by which learning takes place. The learning orientations are knowledge source which involves knowledge developed internally or acquired externally by an organization. Product-process focus involves focusing on the organizational production comparing it with how development and delivering of its products/services takes place. There is also documentation mode which entails how persons possess knowledge in comparison to how it is available in the public. Dissemination mode is comprised of how learning is shared via formal, organization-wide approaches in comparison to informal approaches. There is learning focus which focuses on incremental versus transformative learning. Value-chain focus where investment in designing and making roles comparing with marketing and delivering roles takes place and development of skills focus where development of individuals' comparing with teams' skills is focused. Finally, facilitating factors are

focused upon which involves looking at the structure and the process which enhances learning and its usefulness.

The importance of this theory in the study was to ensure there is continuous team learning in the organization through identification of the structures and processes that facilitate learning and how effective they are. This theory supported the first and the third objectives in the study where the effect of continuous and team learning on the performance of KURA was determined.

2.3 Empirical Review

A learning organization is in essence one that encourages a continuous organizational rebirth by entrenching a set of main measures to nurture a tendency to learn, adapt and change. This study focused on selected dimensions namely; continuous learning, dialogue, team leaning and empowerment of staff.

2.3.1 Continuous Learning and Organizational Performance

Husein *et al* (2016), sought to investigate the association between learning organization and organizational performance in Public Institutions of Higher Education in Malaysia. 40 Public institutions of higher education were used as a sample size. Questionnaires were the data collection tool. Descriptive research design and quantitative method was employed in analysis. Correlational analyses were used to determine the existence of the correlation between continuous learning and organization performance. The findings showed that continuous learning was highly associated with organizational performance.

Akhtar *et al.* (2011) carried out a study to determine the effect of organizational learning on organizational performance of higher education institutions of Pakistan. A sample

of size 150 was selected purposively. Data collection was by DLOQ where regression analysis was done. The results revealed that continuous learning was highly in significant.

A study to identify the influence of the Learning Organization on Malaysian TVET teachers' Innovative Work Behavior using the regression analysis was carried out by Clifton *et al.* (2016). Survey was the tool used for data gathering and SPSS for data analysis. Questionnaires were used in data collection and were given to a total of 213 teachers in three TVET institutions who were sampled. The regression tests determined the effect of learning organization dimensions on their performance. Findings showed that continuous learning had significant positive impacts on the TVET teachers' performance.

A study aiming at determining the correlation between organizational learning and performance among employees of public organizations in Kerman was carried out by Toulabi *et al.* (2013). The population consisted of all the 3119 employees. 342 employees formed the sample size. Data was collected using standard questionnaires. Descriptive, referential statistical methods and Spearman test were utilized in data analysis. Research findings showed a significant correlation between continuous learning and learning organization.

2.3.2 Dialogue and Organizational Performance

Harris and Samreen (2015) carried out a study to determine the impact of learning organization practices on financial and non-financial performance of Pakistan hospitals. Questionnaires were distributed to medical staff of four large hospitals for data collection. Two hundred and fifty seven participants were used as a sample size, where 85% were nurses while 14 % were doctors. Data was statistically analyzed through

descriptive and correlation analysis to assess the variation amongst hospital performance and learning organization. The results indicated that dialogue was significantly and positively related with the performance of the hospitals.

Wetherington and Daniels (2013) studied the correlation between learning organization dimensions and performance in the nonprofit sector. Questionnaires were distributed to the staff in the NGOs for collection of data. Descriptive and inferential statistics were carried out using SPSS software. Findings revealed a positive correlation between dialogue dimension and performance.

Mrisha *et al* (2017) sought to investigate the impact of learning organization culture on organizational performance in Mombasa County. Descriptive survey design was used while stratified random sampling was used to choose respondents. 171 respondents were sampled from a population of 300 respondents across 34 logistics firms where questionnaires were distributed. Pearson correlation coefficient was determined using regression analysis. Findings showed a positive and strong correlation between dialogue and organizational performance.

2.3.3 Team Learning and Organizational Performance

Omadede (2012) conducted a study on learning organizational practices at Kenya Shell Limited in relation to various dimension of the learning organization model. The case study involved interviewing senior managers in the organization and a review of relevant documents, reference and existing information sources through content analysis. Findings established that team learning was positively related to performance where increase in team learning led to increase in performance of the organization.

Pokharel and Choi (2015) carried out a research to explore the relationship between the learning organization and organizational performance. Secondary data was collected. Findings revealed that development of team learning takes place when there is sharing and learning new knowhow, silks and perspectives by the members of the team.

Norashikin *et al* (2016) set to examine the correlation between learning organization and organizational performance. The study explored the level of learning organization culture and its correlation with organizational performance in a Public Institution of Higher Education in Malaysia. Findings gotten from 40 academics indicated significant positive relationships and that team learning were highly related with organizational performance.

Nkaiwuatei (2012) sought to find out the factors affecting learning organization on continuous improvement in Kenyan banks. 43 respondents formed the sample size who were given questionnaires for collecting data. Analysis was carried out using SPSS. Teamwork was found to be significant and thus very critical for organizations in the achievement of continuous improvement.

2.3.4 Empowerment and Organizational Performance

Kimolo (2013) sought to find out the correlation between practices of employee empowerment in Regional Development Authorities in Kenya. The population included all the employees of Regional development authority. A random selection was conducted to get a sample of 173 employees, primary data collection was used. Descriptive analysis was done while pearson product moment correlation was determined. The study found that employee empowerment practices related positively to performance.

Abdulkadir *et al.* (2016) examined the impact of employee empowerment on organizational performance at telecommunication organizations in Somalia. The researchers utilized convenient sampling to collect 70 questionnaires from three of the organizations. Correlation coefficient was used in data analysis. The study found that organizational performance had significant positive influence with employee empowerment.

A study aiming to determine the level of employee empowerment and its effect on employee satisfaction in manufacturing organizations was carried out by Mukwakungu *et al.* (2018). Both quantitative and quantitative data were obtained via structured questionnaires and semi-structured interviews. 11 managers were interviewed. Findings showed that there was a significant level of employee empowerment.

Harris and Samreen (2015) did a study on the effect of the learning organization practices on the financial and non-financial performance of Pakistani hospitals. Results showed that strategic leadership and empowerment affects the financial performance of hospitals most. Further, empowerment made consideration towards the importance of giving employees some level of autonomy, provision of resources, rewarding their accomplishments, engaging them in policy making and heartening them to give responses.

2.4 Summary of Literature Review and Gaps

The following are some of the empirical studies done in the study on learning organization and performance.

Table 2.1: Summary of Literature review and Gaps

Author(s)	Study (Focus/Purpose)	Key Findings	Knowledge Gap	Focus of the Current Study
Huseinet <i>al</i> (2016)	The association between learning organization culture and organizational performance in Public Institutions of Higher Education in Malaysia	Continuous learning was highly associated with organizational performance	Correlational analyses only was done	Descriptive, inferential and correlation analysis was carried out
Akhtar <i>et al.</i> (2011)	The impact of organizational learning on organizational performance of higher education institutions of Pakistan	Continuous learning was highly in significant in relation to the organizational performance	Non-probability purposive sampling was used	Random sampling was used
Cliffton <i>et al.</i> (2016).	The influence of the Learning Organization on Malaysian TVET teachers' Innovative Work Behavior using the regression analysis	Continuous learning had significant positive impacts	The study was done in an NGO	The current study took place in the public sector

Mrisha <i>et al</i> (2017)	The effect of learning organization culture on performance of organizations in Mombasa County	A positive and strong relationship dialogue and organizational performance	Stratified random sampling technique was used	Random sampling was used
Pokharel and Choi (2015)	The relationships between the learning organization and organizational performance.	Findings revealed that team learning is developed when members of the team share and learn new knowledge, skills and perspectives.	Only secondary data was collected	Primary data was collected
Omadede (2012)	Learning organizational practices at Kenya Shell Limited	Team learning was positively related to performance	Content analysis done	Descriptive, inferential and correlation analysis was carried out
Norashikin <i>et al</i> (2016)	The relationship between learning organization and organizational performance	Team learning was found to be highly associated.	Secondary data was collected	Primary data was collected

Kimolo (2013)	Employee empowerment practices and employee performance' relationship in Regional Development Authorities in Kenya.	Employee empowerment practices related positively to performance	Pearson product moment correlation was done in analysis	Descriptive, inferential and correlation analysis was carried out
Abdulkadir <i>et al.</i> (2016)	The impact of employee empowerment on organizational performance at telecommunication firms in Mogadishu-Somalia.	The study found that organizational performance had significant positive influence with employee empowerment.	Correlation coefficient was used in data analysis	Descriptive, inferential and correlation analysis was carried out
Mukwakungu <i>et al.</i> (2018)	Employee empowerment level and its effect on employee satisfaction	A significant level of employee empowerment was found.	A mixed methods research design	Descriptive research design was used

2.5 Conceptual Framework

This highlights the connection between the dependent and the independent variables.

The dependent variable in the case was the performance of KURA; independent variables were continuous learning, dialogue, team learning and empowerment

Independent Variables

Dependent variable

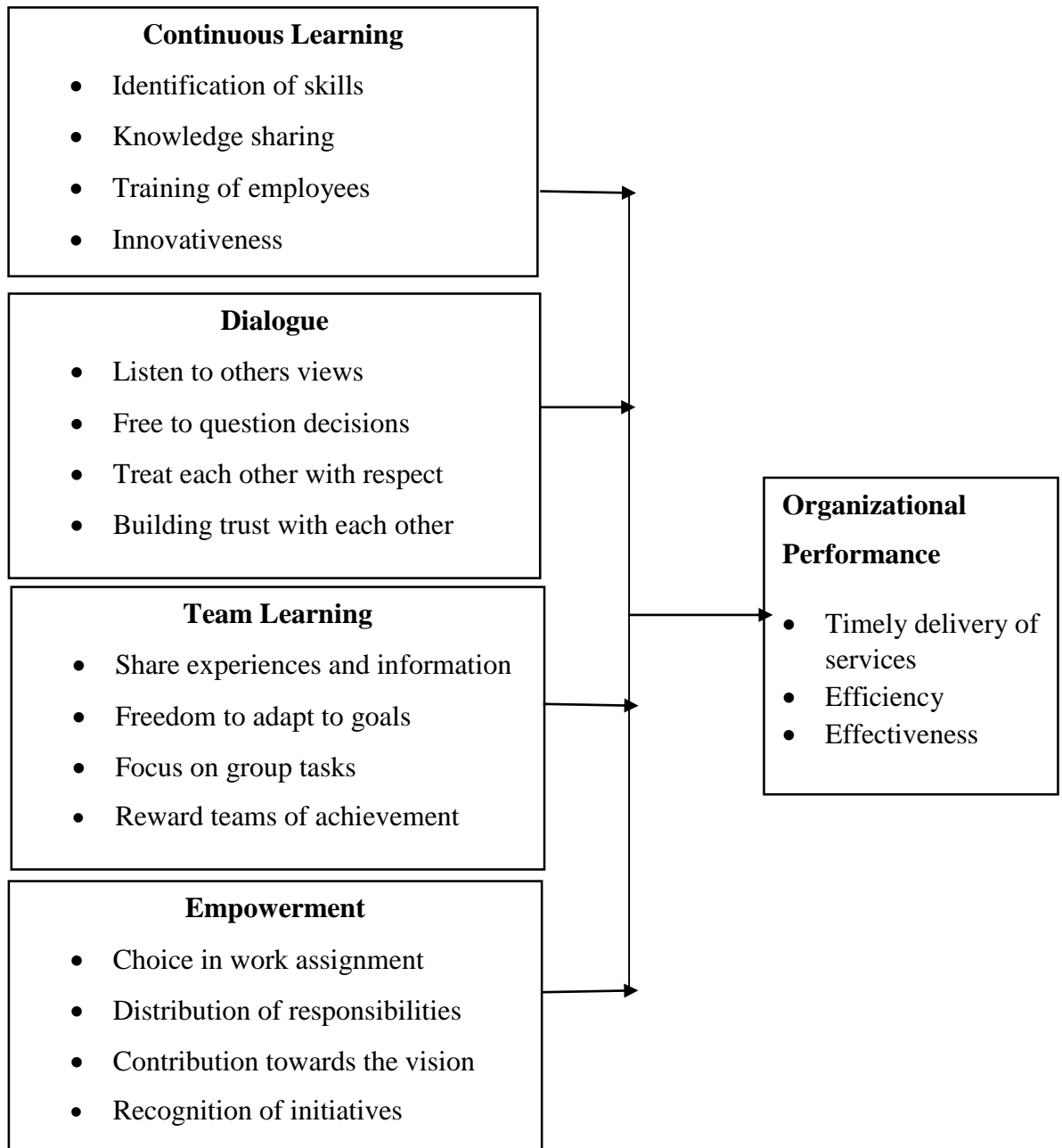


Figure 2.1: Conceptual Framework

Source: Author (2020)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter details the approaches that were applied in gathering of data for the study. This section consists of the research design, study population, sampling procedures, data collection, reliability, analysis and presentation of data.

3.2 Research Design

The research employed a descriptive survey research design. It is a methodical, pragmatic analysis whereby the investigator has no direct control of the independent variable. This is because their manifestation has already occurred hence cannot be manipulated (Mugenda & Mugenda, 2012). The design was preferred since this study was not be restricted to data collection and data description but it sought to find out whether there are specific relationships among the study variables (Mugenda & Mugenda, 2012).

3.3 Target Population

The study targeted employees of Kenya Urban Roads Authority. The researcher focused on the management level staff and the lower level staff of the organization. The management level staff comprised of the regional managers and departmental managers while the lower level staff entailed officers working in those departments on a different level other than management.

Table 3.1: Target Population

Designation	Target Population
Management level	40
Lower level Staff	180
Total	220

3.4 Sample Design and Procedure

A sample is a demonstrative part of the aggregate population whereas the manner in which that part is determined is called the sampling technique (Kothari & Garg, 2014). The sample size determination technique that was used is the Yamane's formula (Yamane, 1967) as follows; this formula yields the best sample that is representative of the entire population. Further, it does reflect the basic trade-offs between precision, accuracy and sample size. Random sampling was used to select the respondents who participated in the study.

The sample size for this study was derived using the formula below;

$$n = \frac{N}{1 + N (e)^2}$$

Where:

n = Sample size

N = Sum of population figure of 220

E = Maximum limit of tolerable error (0.05)

Hence, n = $\frac{220}{1 + (220 \times 0.0025)}$

$$1 + (220 \times 0.0025) = 141.9 = 142$$

Table 3.2: Sample Size

Designation	Target Population	Percentage	Sample size
Management level	40	22%	31
Lower level Staff	180	78%	111
Total	220	100%	142

3.5 Data Collection Instrument

Data collection was done using semi-structured questionnaires. Shields and Rangarjan (2013) observed that questionnaires are ideal for conducting research as they facilitate efficient and effective collection of data across relatively dispersed populations. The questionnaire had section A which targeted to collect information relating to the respondents (demographics) while section B addressed the research objectives. Quantitative questions mirrored the 5-point Likert-type scales designed to measure the extent of agreement on the research indicators. The questionnaires were intended for primary data collection were administered to the sampled respondents in the KURA.

3.6 Validity and Reliability of the Data Collection Instruments

3.6.1 Validity of Research Instrument

This is the suitability, relevance and expediency of the inferences a researcher makes (Mugenda, 2008). According to Kothari (2010) there are face, construct and content validity. Content validity was adopted in this study which shows the degree to which a research instrument gives satisfactory coverage of the issue under study.

3.6.2 Reliability of Research Instrument

This is used to validate the efficiency of the instruments and the value of the questions to bring out the proper information to answer the research questions. Piloting helps to correct any issues with the instruments or other elements in the data collection method (Babbie, 2007). The pilot study was conducted in KENHA using 6 respondents who were selected from the targeted respondents; 2 from management level while 4 from the lower management level following recommendations by Mugenda and Mugenda (2003) that an effective pilot study uses up to 10% of the definite sampled respondents. Babbie (2007) also observed that piloting respondents are individuals in the population, with characteristics similar to the actual study respondents. The piloting group is not used in the actual study to avoid bias that may be occasioned by conditioning the respondents.

This is used to make certain the ability of the research instrument in measuring the internal consistency and trustworthiness of a test (Chakrabarty, 2013). Internal consistency gauges individual questions in relation with one another for their ability to give constantly right results. Computation of Cronbach's Alpha was done using SPSS software. A cronbach Alpha value above 0.7 was considered reliable for the study.

3.7 Data Collection Procedure

Questionnaires were physically distributed to the sampled respondents since they were within reach of the researcher using drop and pick later method. Those far got the questionnaires via google documents or email. A follow up took place in cases where the respondents took more than a week to return the filled questionnaires.

3.8 Data Analysis and Presentations

Sekaran (2009) asserted that data analysis involves three objectives which are obtaining a feel for the data, assessing the goodness of the data and answering the research question. When the goodness of the data is established, the successive analysis and results are rendered credible. Filled questionnaires were reviewed for any discrepancies. They were assembled, coded, summarized and analyzed to generate statistics descriptively including means, standard deviations, frequencies and percentages. Inferential statistics were also conducted where linear regression was carried out to establish how continuous learning, team learning, dialogue and empowerment influence performance of Kenya Urban Road Authority (KURA). Data was analyzed using the SPSS version 25. Data was presented graphically and in tabular form using percentages and frequencies.

$$Y = \alpha_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y - Performance of KURA (dependent variable)

α_0 - Is the constant

X_1 - Continuous learning

X_2 - Dialogue

X_3 - Team learning

X_4 - Empowerment

β_1 - β_4 - Coefficients

ε - Error term

3.9 Ethical Consideration

When conducting any research, there are certain ethical considerations that one should bear in mind throughout the research process. The researcher sought consent from the respondents and assured them that the research would be purely for academic research and any confidential information obtained would not be revealed to any unauthorized third party. The researcher respected people's opinions and endeavored to embrace confidentiality. An introduction letter from Kenyatta University was obtained and a research permit from National Commission for Science, Technology and Innovation.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter is a presentation of the analysis and results of the data. The findings are presented based on the four specific objectives of the study. The general objective was to investigate the effect of learning organization on organizational performance of Kenya Urban Roads Authority (KURA). Specifically, the objectives were to determine the effect of continuous learning, dialogue, team learning and empowerment on organizational performance of Kenya Urban Roads Authority. Data was collected using questionnaires. Results are presented using tables and figures.

4.2 Response rate

Results showed in Table 4.1 below are the response rate of the respondents. A total number of 142 questionnaires were administered to the sampled respondents.

Table 4.1: Response Rate of the Respondents

Questionnaires	Frequency	Percent
Filled	116	81.7
Not filled	26	18.3
Total	142	100

According to Table 4.1, a response of 116 questionnaires was recorded representing a response rate of 81.7%. According to Babbie (2012) return rates of 50% are acceptable, 60% good and 70% very good for analysis and publishing. The response rate achieved in this study was very good. The high response rate could have been attributed to self-administration of the questionnaires.

4.3 Reliability Statistics

According to Sekaran and Bougie (2010) Cronbach's Alpha ranges between 0-1 and the higher the coefficient, the more reliable the research instrument. The study consisted of four independent variable sand one dependent variable. The independent variables comprised of continuous learning, dialogue, team learning and empowerment while the dependent variable was organizational performance as shown in Table 4.2.

Table 4.2: Reliability Statistics

Item	Cronbach's Alpha	No of items
Continuous learning	0.784	8
Dialogue	0.742	8
Team learning	0.807	8
Empowerment	0.703	8
Organizational performance	0.868	6

The findings shown in Table 4.2 indicates that continuous learning had a coefficient of 0.784, dialogue, a coefficient of 0.742, team learning, a coefficient of 0.807, empowerment, a coefficient of 0.703 and organizational performance, a coefficient of 0.868. In this study, the coefficients ranged from 0.703 to 0.868 and none of the variables had a coefficient less than 0.7, therefore the research instrument was reliable and had good internal consistency. According to Sekaran and Bougie (2010) reliability value of 0.7 and above is recommended for social sciences and shows that the research instrument is reliable.

4.4 Demographic Characteristics of the Respondents

These characteristics included gender of the respondents, age, position of the respondent in the organization, highest level of education and the length of time the respondent had worked for KURA. Frequencies, percentages, tables and figures were used to present the characteristics.

4.4.1 Gender of the Respondents

The study asked the respondents to indicate their gender and their responses are shown in Figure 4.1.

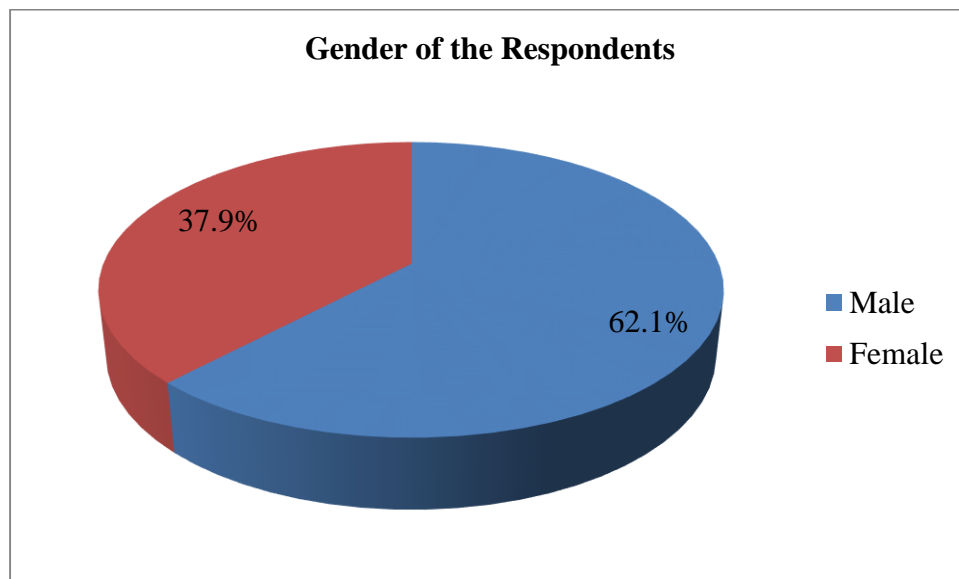


Figure 4.1: Gender of the Respondents

Source; Researcher (2021)

Results showed that 62.1% of the respondents were male while 37.9% were female. Results of this study showed that there is good representation of both gender in the staff of KURA. According to Kisiang'ani (2016) the government and parastatals did little to create awareness among its employees on gender issues. In KURA, results showed that much has been done having 37.9% of women in the trade unions.

4.4.2 Age of the Respondents

Age category of the respondents was sought and their responses are shown in Table 4.3.

Table 4.3: Age of the Respondents

Age category	Frequency	Percent
Below 25 years	7	6.0
25-40 years	29	25.1
41-50 years	47	40.5
51-60 years	23	19.8
Above 60 years	10	8.6
Total	116	100.0

Source; Researcher (2021)

Results showed that the age category of 41-50 years had the most respondents with 40.5%. This was followed by 25-40 years with 25.0%, respondents aged 51-60 years were 19.8% while age category of below 25 years and above 60 years had 6.0% and 8.6% respectively. According to the results, 71.6% of the respondents were aged between 25 and 50 years the age bracket in which Vandenberghe and Waltenberg, (2010) stated that there is improved productivity of the workforce. They further stated that productivity of workers is significantly lower on younger employees and those over 50 years. This showed that there is maximum productivity and performance of the workers of KURA since most of them are within the production age.

4.4.3 Position of the Respondents in the Organization

Respondents were to indicate the position they held in KURA and their responses are shown in Figure 4.2.

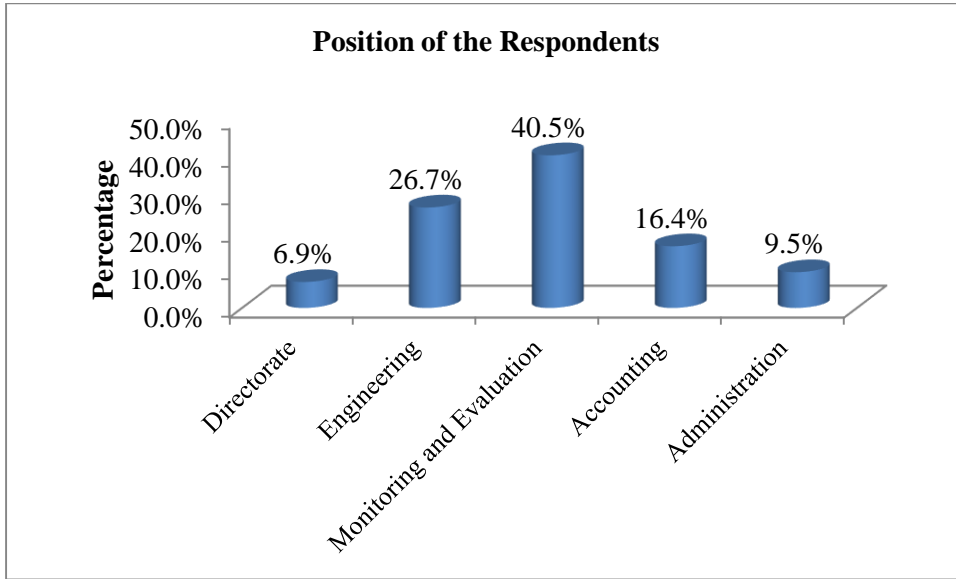


Figure 4.2: Position of the Respondents in the Organization

Source; Researcher (2021)

Results showed that 40.5% of the respondents were working in the monitoring and evaluation department, 26.7% in engineering, 16.4% in accounting, 9.5% in administration while another 6.9% worked in the directorate department. Designation of the various departments worked in KURA by the respondents helped in ensuring that the data collected was not biased thereby improving the reliability of the data.

4.4.4 Education Level of the Respondents

Highest education level was sought and their response is as in Figure 4.3.

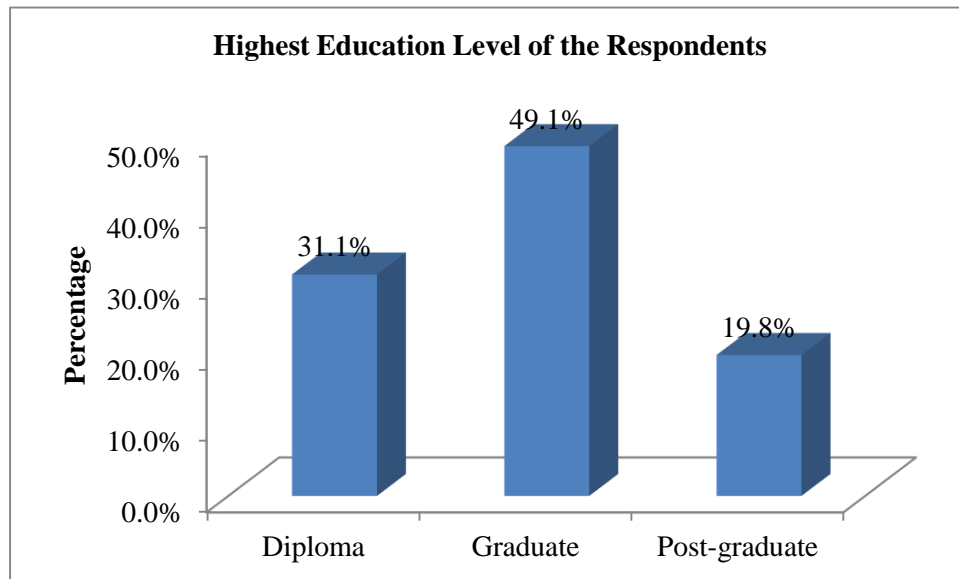


Figure 4.3: Educational Level of the Respondents

Source; Researcher (2021)

Results showed that 49.1% of the respondents had university degree. Further, 19.8% had postgraduate degrees while 31.1% had diploma. When the average education level of the workers is advanced by one year, their net worth to the organization is advanced by 14% which directly translates to improved performance (Soderbom & Teal, 2000). Accordingly, a positive correlation exists between high education levels and performance of employees (Hirsch & Emerick, 2007). High education level of the employees in KURA is an indication of high performance.

4.4.5 Length of Time Working for KURA

The study asked the respondents to denote their working experience in KURA and their responses are shown in Table 4.4.

Table 4.4: Length of time in the Organization

Years	Frequency	Percent
Below 5 years	27	23.3
5-10 years	68	58.6
11-15 years	21	18.1
Total	116	100.0

Source; Researcher (2021)

Results showed that 58.6% had a working experience of 6-10 years, 23.3% of the respondents had working experience of less than 5 years while 18.1% had worked for 11-15 years. Research has shown that work experience gently introduces employees to the world of work thereby helping them to learn the dos and don'ts, gets to know a work place and learn to cope in a working environment (Gilman, 2005). Further, skills needed for one to thrive in the workplace are learnt. Findings of this study indicated that the respondents had adequate working experience and therefore all the matters concerning the data collected can be termed as reliable since they had interacted with the organization's system of KURA long enough.

4.5 Descriptive Statistics

Respondents were to show their level of agreement on different aspects of continuous learning, dialogue, team learning, empowerment and organizational performance as 1 (not applicable), 2 (little extent), 3 (moderate extent), 4 (great extent) and 5 (very great extent). Frequencies, percentages, means and standard deviations were used in analysis.

4.5.1 Descriptive Statistics for Continuous Learning

The study determined the effect of continuous learning on organizational performance of Kenya Urban Roads Authority. Continuous learning was conceptualized to constitute

identification of skills, knowledge sharing, training of employees and innovativeness (Table 4.5). Respondents agreed to a great extent that continuous learning affected the organizational performance of KURA since the indicators had a composite mean of 3.89.

Table 4.5: Descriptive Statistics for Continuous Learning

Continuous learning	Frequency and Percentages					Mean	SD
	NA	LE	ME	GE	VGE		
In KURA, there is identification of skills needed for future work responsibilities	4 3.4%	26 22.4%	18 15.5%	35 30.2%	33 28.4%	3.58	1.22
In KURA, employees' skills are identified based on job description	2 1.7%	22 19.0%	21 18.1%	41 35.3%	30 25.9%	3.65	1.11
In KURA, knowledge sharing has been used to facilitate decision-making capabilities by management	0 0%	13 11.2%	16 13.8%	34 29.3%	53 45.7%	4.09	1.02
In KURA, innovation has been enhanced through knowledge sharing	0 0%	11 9.5%	18 15.5%	38 32.8%	49 42.2%	4.08	0.98
In KURA, training of employees is done routinely to enhance their quality performance	0 0%	7 6.0%	14 12.1%	38 32.8%	57 49.1%	4.25	0.89
In KURA, to improve/enhance specific skills in the employees, training programs have been put in place	0 0%	7 6.0%	9 7.8%	50 43.1%	50 43.1%	4.23	0.84
In KURA, diversity is encouraged to enhance innovativeness of the employees	10 8.6%	12 10.3%	29 25.0%	39 33.6%	26 22.4%	3.51	1.20
In KURA, a relaxed and flexible environment is ensured to increase employees' innovativeness	1 0.9%	7 6.0%	37 31.9%	51 44.0%	20 17.2%	3.71	0.85
Composite Mean						3.89	1.01

Source; Survey data (2021)

Results shown in Table 4.5 on the frequencies and percentages, showed that the most of the respondents (with the least being 0% and the highest 49.1%) agreed to a great extent that continuous learning affected the organizational performance of KURA. Notably, the highest proportions of 49.1% were responses of very great extent indicating that the respondents were of the view that continuous learning affected the organizational performance of KURA. Moreover, few of the respondents was of the opinion that continuous learning is not applicable and doesn't affect the organizational performance of KURA.

A look at the mean summaries showed that in KURA, training of employees is done routinely to enhance their quality performance had a mean of 4.25 and an SD of 0.89. In KURA, to improve/enhance specific skills in the employees, training programs have been put in place had a mean of 4.23 and an SD of 0.84. In KURA, there is identification of skills needed for future work responsibilities had a mean of 3.58 and an SD of 1.22 while in KURA, diversity is encouraged to enhance innovativeness of the employees had a mean of 3.51 and an SD of 1.20.

The results of this study are supported by Mwema and Gachunga (2014) who denoted that in every organization, employees are the backbone and therefore the attainments or issues experienced by the organization are directly related to the performance of its employees. Walters and Rodriguez (2017) denoted that it is important for leaders in organizations to acknowledge the significance of training in performance and evaluation of employees. Further, enhanced abilities, knowledge and skills form the basis for the competitiveness of organizations in the present global market. This explains why KURA routinely trains its employees.

4.5.2 Descriptive Statistics for Dialogue

The study established the effect of dialogue on organizational performance of Kenya Urban Roads Authority. Dialogue was conceptualized to constitute listens to others views, free to question decisions, treating each other with respect and building trust with each other (Table 4.6). Respondents agreed to a great extent that dialogue affected the organizational performance of KURA since the indicators had a composite mean of 3.56.

Table 4.6: Descriptive Statistics for Dialogue

Dialogue	Frequency and Percentages					Mean	SD
	NA	LE	ME	GE	VGE		
In KURA, individuals are given opportunity to express their opinions every time an opinion is given	0 0%	21 18.1%	26 22.4%	41 35.3%	28 24.1%	3.66	1.04
In KURA, staff are encouraged to listen to each other's views	0 0%	24 20.7%	17 14.7%	53 44.8%	23 19.8%	3.64	1.02
In KURA, people are free to question decisions regardless of their position	0 0%	2 1.7%	12 10.3%	63 54.3%	39 33.6%	4.20	0.69
In KURA, in case one questions a decision, management is responsive enough	0 0%	46 39.7%	41 35.3%	14 12.1%	15 12.9%	2.98	1.02
In KURA, respect is a virtue that everybody is encouraged to have and disrespect is not tolerated	0 0%	25 21.6%	22 19.0%	43 37.1%	26 22.4%	3.60	1.06
In KURA, people treat each other with respect	0 0%	28 24.1%	9 7.8%	56 48.3%	23 19.8%	3.64	1.06
In KURA, enhancing trustworthiness to one another through spending time is done	0 0%	35 30.2%	32 27.6%	35 30.2%	14 12.1%	3.24	1.01
In KURA, openness and honesty when responding to one another is encouraged	0 0%	28 24.1%	10 8.6%	63 54.3%	15 12.9%	3.56	1.00
Composite Mean						3.56	0.99

Source; Survey data (2021)

A look at the frequencies and percentages as shown in Table 4.6, showed that most of the respondents (with the least being 0% and the highest 54.3%) agreed to a great extent that dialogue affected the organizational performance of KURA. Notably, the highest proportion of 54.3% was a response of great extent indicating that the respondents were of the view that dialogue affected the organizational performance of KURA. Further, none of the respondents was of the opinion that dialogue is not applicable and doesn't affect the organizational performance of KURA.

A look at the mean summaries showed that in KURA, people are free to question decisions regardless of their position had a mean of 4.20 and an SD of 0.69. In KURA, individuals are given opportunity to express their opinions every time an opinion is given which had a mean of 3.66 and an SD of 1.04. In KURA, openness and honesty when responding to one another is encouraged had a mean of 3.56 and an SD of 1.00 while the statement denoting that in KURA, enhancing trustworthiness to one another through spending time is done had a mean of 3.24 and an SD of 1.01.

Susita et al. (2010) reported that responsive leadership results to a responsive organization which helps in the achievement of competitiveness in regard to customer satisfaction, innovation and financial performance. Staffs in any organization are the basic sources bringing about variations in organizations and therefore for any variation to be feasible, there is need for organizations to deal with the apprehensions and issues that are related with them (Husain, 2013). Open and honest communication among the staff should be encouraged and the environment should be such that they have freedom to share views, opinions and even criticism (Kibe, 2014) which supports the findings of this study.

4.5.3 Descriptive Statistics for Team Learning

The study ascertained the effect of team learning on organizational performance of Kenya Urban Roads Authority. Team learning was conceptualized to constitute share experiences and information, freedom to adapt to goals, focus on group tasks, reward teams of achievement (Table 4.7). Respondents agreed to a great extent that team learning affected the organizational performance of KURA since the indicators had a composite mean of 3.78.

Table 4.7: Descriptive Statistics for Team Learning

Team Learning	Frequency and Percentages					Mean	SD
	NA	LE	ME	GE	VGE		
In KURA, people share experiences with each other	10 8.6%	0 0%	16 13.8%	49 42.2%	41 35.3%	3.96	1.13
In KURA, information sharing is encouraged from management to the subordinates	0 0%	7 6.0%	44 37.9%	53 45.7%	12 10.3%	3.60	0.76
In KURA, giving of teams the freedom in adapting their objectives as required	10 8.6%	28 24.1%	18 15.5%	37 31.9%	23 19.8%	3.30	1.27
In KURA, goal setting and adaptation is a function of each department	0 0%	0 0%	14 12.1%	56 48.3%	46 39.7%	4.28	0.67
In KURA, focusing of teams is on the tasks assigned to groups and on a healthy working relationship.	0 0%	7 6.0%	42 36.2%	49 42.2%	18 15.5%	3.67	0.81
In KURA, team work is encouraged to enhance synergy	0 0%	30 25.9%	17 14.7%	44 37.9%	25 21.6%	3.55	1.10
In KURA, there is rewarding of teams/groups individually when performance is achieved.	0 0%	16 13.8%	29 25.0%	39 33.6%	32 27.6%	3.75	1.01
In KURA, there is revision of thinking by teams/groups resulting from discussions from the groups or information obtained.	0 0%	15 12.9%	2 1.7%	51 44.0%	48 41.4%	4.14	0.97
Composite Mean						3.78	0.96

Source; Survey data (2021)

Results shown in Table 4.7 on the frequencies and percentages, showed that the most of the respondents (with the least being 0% and the highest 48.3%) agreed to a great extent that team learning affected the organizational performance of KURA. Notably, the highest proportion of 48.3% was a response of great extent indicating that the respondents were of the view that team learning affected the organizational performance of KURA. It is also worth noting that few respondents were of the opinion that team learning is not applicable and doesn't affect the organizational performance of KURA.

A look at the mean summaries showed that in KURA, goal setting and adaptation is a function of each department had a mean of 4.28 and an SD of 0.67 while in KURA, teams/groups revise their thinking as a result of group discussions or information collected had a mean of 4.14 and an SD 0.97. In KURA, team work is encouraged to enhance synergy had a mean of 3.55 and an SD of 1.10 while in KURA, giving of teams the freedom in adapting their objectives as required had a mean of 3.30 and an SD of 1.27.

Results of this study are supported by Ahmad and Karim (2019) who suggested that knowledge sharing is a great contributor to the success of an organization. Utilizing collective knowledge and expert views caused by sharing of experiences brings about effectiveness in accomplishing of tasks, solving of problems and making of decisions leading to higher performance of employees (Zhu, 2016). Further, Ahmad and Widen (2018) denoted that when staffs involve themselves in sharing of knowledge, elaboration and externalization of their knowledge is made possible. Additionally, exposing staffs to varied standpoints helps them to become more creative which is enhanced by individuals with varied rather than same backgrounds (Huang et al., 2014).

This supports the findings of the current study where knowledge/experiences sharing and focusing on group tasks is highly encouraged in KURA.

4.5.4 Descriptive Statistics for Empowerment

The study sought the effect of empowerment on organizational performance of Kenya Urban Roads Authority as shown in Table 4.8.

Table 4.8: Descriptive Statistics for Empowerment

Empowerment	Frequency and Percentages					Mean	SD
	NA	LE	ME	GE	VGE		
There is freedom to choose the kind of work to do in KURA	0 0%	0 0%	15 12.9%	32 27.6%	69 59.5%	4.47	0.72
KURA encourages specialization as the employees choose their assignments	0 0%	7 6.0%	7 6.0%	51 44.0%	51 44.0%	4.26	0.82
KURA encourages equal distribution of responsibilities	8 6.9%	12 10.3%	31 26.7%	36 31.0%	29 25.0%	3.57	1.17
In KURA, employees are supported with enough resources needed to achieve the set goals	11 9.5%	36 31.0%	21 18.1%	21 18.1%	27 23.3%	3.15	1.34
Invitations are made to employees contributing to KURA's vision	1 0.9%	11 9.5%	14 12.1%	68 58.6%	22 19.0%	3.85	0.87
KURA shares its vision to the employees to ensure its smooth running	9 7.8%	15 12.9%	6 5.2%	46 39.7%	40 34.5%	3.80	1.26
KURA supports employees who take calculated risks	1 0.9%	6 5.2%	11 9.5%	55 47.4%	43 37.1%	4.15	0.86
KURA recognizes people for taking initiative	0 0%	1 0.9%	3 2.6%	48 41.4%	64 55.2%	4.51	0.60
Composite Mean						3.97	0.95

Source; Survey data (2021)

Empowerment was conceptualized to constitute choice in work assignment, distribution of responsibilities, contribution towards the vision and recognition of initiatives (Table 4.8). Respondents agreed to a great extent that empowerment affected the organizational performance of KURA since the indicators had a composite mean of 3.97.

A look at the frequencies and percentages, results showed that most of the respondents (with the least being 0% and the highest 59.5%) agreed to a very great extent that empowerment affected the organizational performance of KURA. Notably, the highest proportion of 59.5% was a response of very great extent indicating that the respondents were of the view that empowerment affected the organizational performance of KURA. Moreover, few of the respondents were of the opinion that empowerment is not applicable and doesn't affect the organizational performance of KURA.

Mean summaries showed that KURA recognizes people for taking initiative had a mean of 4.51 and an SD of 0.60. KURA gives people choices in their work assignments which had a mean of 4.47 and an SD of 0.72 while KURA encourages equal distribution of responsibilities had a mean of 3.57 and an SD of 1.17. In KURA, employees are supported with enough resources needed to achieve the set goals had the lowest mean of 3.15 and an SD of 1.34.

According to the findings of Javed *et al.* (2012), HR practices like employee empowerment and recognition are directly related to the overall development of any company. Empowerment and recognition brings more motivation and brings better productive results to the employees thus improved performance (Andrew & Sofian, 2012). According to Hussain *et al.* (2019) companies recognize their staff to boost their self-esteem and to increase their passion. When staffs are recognized in their

companies, their motivation is enhanced thus their performance. Employee recognition and job performance is thus directly related (Javed et al., 2012). Based on the findings of this study, KURA motivated its employees by recognizing their initiatives and ensures employees choose their assignments to enhance effectiveness.

4.5.5 Descriptive Statistics for Organizational Performance

The study examined organizational performance in Kenya Urban Roads Authority. Organizational performance was conceptualized to constitute timely delivery of services, efficiency and effectiveness (Table 4.9). Respondents agreed to a great extent that there was organizational performance in KURA since the indicators had a composite mean of 4.00.

Table 4.9: Descriptive Statistics for Organizational Performance

Organizational performance	Frequency and Percentages					Mean	SD
	NA	LE	ME	GE	VGE		
Timely delivery of services has been achieved in KURA in the recent past	3 2.6%	8 6.9%	31 26.7%	44 37.9%	30 25.9%	3.78	0.10
There is timely delivery of projects than last year	0 0%	10 8.6%	16 13.8%	47 40.5%	43 37.1%	4.06	0.93
Efficiency has lessened time used in completion of roads and other projects	9 7.8%	5 4.3%	16 13.8%	47 40.5%	39 33.6%	3.88	1.16
Efficiency in KURA has resulted in competency in the employees	1 0.9%	13 11.2%	29 25.0%	55 47.4%	18 15.5%	3.66	0.91
There is increased effectiveness in the organization than last year	1 0.9%	11 9.5%	14 12.1%	46 39.7%	44 37.9%	4.04	0.98
Effectiveness in KURA has brought about achievement of the set goals and objectives	0 0%	0 0%	4 3.4%	41 35.3%	71 61.2%	4.58	0.56
Composite Mean						4.00	0.92

Source; Survey data (2021)

Results shown in Table 4.9 on the frequencies and percentages, showed that most of the respondents (with the least being 0% and the highest 61.2%) agreed to a very great extent with the indicators of organizational performance in KURA. Notably, the highest proportion of 61.2% was a response of very great extent indicating that the respondents were of the view that there was organizational performance in KURA. Few respondents agreed to a little extent that there was organizational performance in KURA.

Mean summaries showed that effectiveness in KURA has brought about achievement of the set goals and objectives had a mean of 4.58 and an SD of 0.56. There is timely delivery of projects than last year which had a mean of 4.06 and an SD of 0.93. Results also showed that timely delivery of services has been achieved in KURA in the recent past had a mean of 3.78 and an SD of 0.10 while efficiency in KURA has resulted in competency in the employees had a mean of 3.66 and an SD of 0.91.

Effectiveness and timely delivery of services in KURA are two important factors affecting organizational performance. Ilona and Sakalyte (2013) suggested that to create organizational effectiveness, there is need for organizational leaders to align and engage their staffs, the people management systems and the structure and capabilities to the strategy of the company. Additionally, to achieve effectiveness in an organization, a significant element is the alignment of the staffs with the strategy of the company by assisting them in the understanding of the role they play in the achievement of the company's success and engaging staffs in their assignments and with the company (Tahsildari & Shahnaei, 2015) which supports the findings of this study.

4.6 Inferential Statistics

Linear regression analysis was done using SPSS software. Coefficient of determination gives an explanation on the extent to which variations in dependent variable can be

given by the change in the independent variables (organizational performance of KURA) that is given by all the four independent variables (continuous learning, dialogue, team learning and empowerment)

4.6.1 Model Summary

Results shown in Table 4.10 are the model summary.

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.678(a)	0.563	0.443	0.67289

a. Predictors: (Constant), continuous learning, dialogue, team learning and empowerment

Source; Survey data (2021)

The R of 0.678 shows a positive effect of continuous learning, dialogue, team learning and empowerment on the organizational performance of KURA. The adjusted R-Square statistics of 0.443 implied that continuous learning, dialogue, team learning and empowerment explained 44.3% of organizational performance of KURA while 55.7% of organizational performance is a factor of other factors other than the ones in this study.

4.6.2 ANOVA

Analysis of variance was carried out (Table 4.11).

Table 4.11: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.784	4	.196	.658	.622 ^b
	Residual	33.077	111	.298		
	Total	33.861	115			

a. Predictors: (Constant), continuous learning, dialogue, team learning and empowerment

b. Dependent Variable: Organizational performance

Source; Survey data (2021)

A figure of 0.622 shows that the regression model used was insignificant tested at the 95% level of significance.

4.6.3 Coefficients

The results on the Table of coefficient of the regression model are shown in Table 4.12 below.

Table 4.12: Table of Coefficients

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	2.848	0.814		3.498	0.001
Continuous learning	0.137	0.115	0.111	1.183	0.239
Dialogue	0.107	0.123	0.084	0.867	0.388
Team learning	0.035	0.106	0.032	0.334	0.739
Empowerment	0.027	0.128	0.020	0.210	0.034

a. Dependent Variable: Organizational Performance

The regression model used in this study was

$$Y = \alpha_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y - Performance of KURA (dependent variable)

α_0 - Is the constant

X₁ –Continuous learning

X₂ – Dialogue

X₃ – Team learning

X₄ - Empowerment

$\beta_1, \beta_2, \beta_3$ & β_4 - Coefficients

ε - Error term

As per the SPSS results generated, the equation translated to;

$$\text{Organizational performance of KURA} = 2.848 + 0.137 (0.115) + 0.107 (0.123) + 0.035 (0.106) + 0.027 (0.128)$$

Where; Organizational performance = Constant + Continuous learning + Dialogue + Team learning + Empowerment

The results in Table 4.12 implied that organizational performance of KURA and continuous learning had a positive and statistically insignificant relationship ($\beta=0.137$, $p=0.239$). Results further showed that organizational performance of KURA and dialogue had a positive and statistically insignificant relationship ($\beta= 0.107$, $p=0.388$) while the relationship between organizational performance of KURA and team learning was positive and statistically insignificant ($\beta= 0.035$, $p=0.739$). Organizational performance of KURA and empowerment had a positive and statistically significant relationship ($\beta=0.027$, $p=0.034$).

Maurer and Weiss (2010) denoted that continuous learning is of significance for the short and long term success of both employees and organizations. Employees acquire better skills which increases their ability in achieving the aims of an organization. Lipshitz *et al.* (2007) found out that dialogue is an important mechanism that deals with ambiguity and establishes a common understanding of the proper actions in an organization. Empowerment as described by Yuksel and Erkutlu (2003) involves sharing organizational information, enabling employees understand the performance of organization and making their contribution and the power to make decisions on the direction and performance of the organization.

4.7 Correlation Analysis

Table 4.13 below shows the correlation among the study variables.

Table 4.13: Correlation Analysis for the Study Variables

		Organizational performance	Continuous learning	Dialogue	Team learning	Empowerment
Organizational Performance	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	116				
Continuous learning	Pearson Correlation	0.115	1			
	Sig. (2-tailed)	0.219				
	N	116	116			
Dialogue	Pearson Correlation	0.095	0.024	1		
	Sig. (2-tailed)	0.309	0.798			
	N	116	116	116		
Team learning	Pearson Correlation	0.056	0.058	0.197*	1	
	Sig. (2-tailed)	0.551	0.534	0.034		
	N	116	116	116	116	
Empowerment	Pearson Correlation	0.031*	-0.010	0.134	0.043	1
	Sig. (2-tailed)	0.038	0.914	0.151	0.648	
	N	116	116	116	116	116

The Pearson correlation co-efficient of organizational performance to the continuous learning was 0.115, dialogue (0.095), team learning (0.056) and empowerment (0.031). These coefficients implied that there was existence of a positive correlation between the dependent variable: organizational performance and the independent variables: continuous learning; (11.5%), dialogue (9.5%), team learning (5.6%) and empowerment (3.1%). This positive correlation implies that when the continuous learning, dialogue, team learning and empowerment increases, organizational performance increases. Further, continuous learning had a weak correlation while dialogue, team learning and empowerment had a very weak correlation.

The correlation coefficient (P) between organizational performance and continuous learning was 0.115 at (p=0.219) indicating that the linear correlation between the two variables (continuous learning and organizational performance) was insignificant. The correlation coefficient (P) between organizational performance and dialogue was 0.095 at (p=0.309) indicating that the linear correlation between the two variables (dialogue and organizational performance) was insignificant. The correlation coefficient (P) between organizational performance and team learning was 0.056 at (p=0.551) indicating that the linear correlation between the two variables (organizational performance and team learning) was insignificant. The correlation coefficient (P) between organizational performance and empowerment was 0.031 at (P=0.038) indicating that the linear correlation between the two variables (organizational performance and empowerment) was significant.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter shows the summary of research results, conclusions and the recommendations that are related to the study objectives. Suggestions for further research are also given. The general objective investigated the effect of learning organization on performance of Kenya Urban Roads Authority (KURA). There were four specific objectives which determined the effect of continuous learning, dialogue, team learning and empowerment on organizational performance of Kenya Urban Roads Authority.

5.2 Summary of Findings

A conceptual framework showing the relationship between continuous learning, dialogue, team learning, empowerment and organizational performance was formulated. A questionnaire was developed and was pilot tested for reliability using Cronbach's co-efficient alpha. A response rate of 81.7% was recorded out of the 142 questionnaires that were given out.

5.2.1 The effect of continuous learning on organizational performance of Kenya Urban Roads Authority

The first objective determined the effect of continuous learning on organizational performance of Kenya Urban Roads Authority. Respondents agreed to a great extent that continuous learning affected the organizational performance of KURA. Results further showed organizational performance of KURA and continuous learning was positive and statistically insignificant. The linear correlation between the continuous learning and organizational performance was positive and insignificant.

5.2.2 Effect of dialogue on organizational performance of Kenya Urban Roads Authority

The second objective established the effect of dialogue on organizational performance of Kenya Urban Roads Authority. Respondents agreed to a great extent that dialogue affected the organizational performance of KURA. Moreover, results showed that the relationship between organizational performance of KURA and dialogue was positive and statistically insignificant. The linear correlation between the dialogue and organizational performance was positive and insignificant.

5.2.3 Effect of team learning on organizational performance of Kenya Urban Roads Authority.

The study ascertained the effect of team learning on organizational performance of Kenya Urban Roads Authority. Respondents agreed to a great extent that team learning affected the organizational performance of KURA. The relationship between organizational performance of KURA and team learning was positive and statistically insignificant. The linear correlation between the team learning and organizational performance was positive and insignificant.

5.2.4 Effect of empowerment on organizational performance of Kenya Urban Roads Authority.

The fourth objective sought to find out the effect of empowerment on organizational performance of Kenya Urban Roads Authority. Respondents agreed to a great extent that empowerment affected the organizational performance of KURA. The relationship between organizational performance of KURA and empowerment was positive and

statistically significant. There was a positive and significant linear correlation between organizational performance and empowerment.

5.3 Conclusion

This study found a positive relationship between continuous learning and organizational performance of KURA. There was also a positive relationship between dialogue and organizational performance of KURA. Results further showed that there was a positive relationship between team learning and organizational performance of KURA and a positive relationship between empowerment and organizational performance of KURA. The study concluded that continuous learning, dialogue, team learning and empowerment are significant factors of organizational performance of KURA as they lead to greater creativity of the employees, improves their retention and motivation increasing their willingness to grow and develop with the organization. This means that increasing the continuous learning, dialogue, team learning and empowerment will positively affect the organizational performance of KURA.

5.4 Recommendations

The study recommends continuous learning to be enhanced in organization as it will help to avoid stagnation and reaching of full potential of the employees thus improving the performance of the organizations. Open and honest dialogue should be encouraged in the work place since poor communication will lead to unmotivated employees negatively affecting the performance of an organization. The study also recommends that organizations should enhance team learning as it helps in maximizing shared knowledge and learning of new skills which will result in an improved performance of an organization. Empowerment of employees will lead to stronger job performance, job

satisfaction and commitment to the organization thereby positively affecting the performance of an organization.

5.5 Areas for Further Research

The variables studied in this research gave 44.3% of organizational performance of KURA which means that there are other organizational performance factors which need to be established. The study was carried out in a parastatal and thus another study should be carried out in private organizations to establish whether similar findings will be found.

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APPENDICES

Appendix I: Letter of Introduction

Zipporah WanguiMuriithi,

P.O BOX 470-20300,

Nyahururu.

Date.....

The respondents,

Dear Sir/ Madam,

RE: PARTICIPATION IN RESEARCH

I am a masters“ student at the Kenyatta University taking a Master of Business Administration degree. I am carrying out research on “Learning organization and performance of Kenya Urban Roads Authority.” You are kindly requested to assist in data collection through filling the questionnaire attached below.

Thank you.

Yours faithfully,

Zipporah Wangui

Appendix II: Questionnaire

This study seeks to evaluate learning organization and performance of Kenya Urban Roads Authority (KURA). Information provided is solely for academic purposes.

Instructions;

1. Please read each question carefully.
2. Please tick [] your answer appropriately.
3. Fill in answers to all questions with blank spaces.

PART I: RESPONDENTS BIO DATA

1. Respondents gender

Male []

Female []

2. Indicate your age bracket?

Below 25 years [] 25 - 40 years [] 41-50 years []

51-60 years [] Above 60 years []

3. Indicate your position within the organization Department/Section

Directorate []

Engineering []

Monitoring and evaluation []

Accounting []

Administration []

4. Highest education level?

Diploma []

Graduate []

Postgraduate []

Others, please specify _____

5. Working experience in KURA?

Below 5 years []

5 – 10 years []

11 – 15 years []

Above 15 years []

PART II: EFFECTS OF DIMENSIONS OF LEARNING ORGANIZATION VARIABLES ON ORGANIZATIONAL PERFORMANCE OF KENYA URBAN ROADS AUTHORITY.

NB: Use tick to mark your answer where Not at all =1, To a little extent =2, To a moderate extent =3, To a great extent =4, To a very great extent = 5 on the statements given

SECTION A: CONTINUOUS LEARNING AND PERFORMANCE.

	1	2	3	4	5
In KURA, there is identification of skills needed for future work responsibilities					
In KURA, employees' skills are identified based on job description					
In KURA, knowledge sharing has been used to facilitate decision-making capabilities by management					
In KURA, innovation has been enhanced through knowledge sharing					
In KURA, training of employees is done routinely to enhance their quality performance					

In KURA, to improve/enhance specific skills in the employees, training programs have been put in place					
In KURA, diversity is encouraged to enhance innovativeness of the employees					
In KURA, a relaxed and flexible environment is ensured to increase employees' innovativeness					

SECTION B: DIALOGUE AND ORGANIZATIONAL PERFORMANCE.

	1	2	3	4	5
In KURA, individuals are given opportunity to express their opinions every time an opinion is given					
In KURA, staff are encouraged to listen to each other's views					
In KURA, people are free to question decisions regardless of their position					
In KURA, in case one questions a decision, management is responsive enough					
In KURA, respect is a virtue that everybody is encouraged to have and disrespect is not tolerated					
In KURA, people treat each other with respect					
In KURA, enhancing trustworthiness to one another through spending time is done					
In KURA, openness and honesty when responding to one another is encouraged					

SECTION C: TEAM LEARNING AND ORGANIZATIONAL PERFORMANCE.

	1	2	3	4	5
In KURA, people share experiences with each other					
In KURA, information sharing is encouraged					

from management to the subordinates					
In KURA, giving of teams the freedom in adapting their objectives as required					
In KURA, goal setting and adaptation is a function of each department					
In KURA, focusing of teams is on the tasks assigned to groups and on a healthy working relationship.					
In KURA, team work is encouraged to enhance synergy					
In KURA, there is rewarding of teams/groups individually when performance is achieved.					
In KURA, there is revision of thinking by teams/groups resulting from discussions from the groups or information obtained.					

SECTION D: EMPOWERMENT AND ORGANIZATIONAL PERFORMANCE.

	1	2	3	4	5
There is freedom to choose the kind of work to do in KURA					
KURA encourages specialization as the employees choose their assignments					
KURA encourages equal distribution of responsibilities					
In KURA, employees are supported with enough resources needed to achieve					


the set goals					
Invitations are made to employees contributing to KURA' s vision					
KURA shares its vision to the employees to ensure its smooth running					
KURA supports employees who take calculated risks					
KURA recognizes people for taking initiative					

SECTION E: ORGANIZATIONAL PERFORMANCE

	1	2	3	4	5
Timely delivery of services has been achieved in KURA in the recent past					
There is timely delivery of projects than last year					
Efficiency has lessened time used in completion of roads and other projects					
Efficiency in KURA has resulted in competency in the employees					
There is increased effectiveness in the organization than last year					
Effectiveness in KURA has brought about achievement of the set goals and objectives					

Thank you for your time

Appendix III: Research Authorization from Graduate School


KENYATTA UNIVERSITY
GRADUATE SCHOOL

(4)

E-mail: dean-graduate@ku.ac.ke P.O. Box 43844, 00100
NAIROBI, KENYA
Website: www.ku.ac.ke Tel. 8710901 Ext. 57530

Our Ref: D58/NKU/PT/26160/2018 DATE: 4th February, 2021

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION FOR MURIITHI WANGUI ZIPTORAH - REG. NO. D58/NKU/PT/26160/2018.

I write to introduce Muriithi Wangui Ziptorah who is a Postgraduate Student of this University. The student is registered for M.B.A degree programme in the Department of Business Administration.

Muriithi intends to conduct research for a M.F.A Project Proposal entitled, "Learning Organization and Performance of Kenya Urban Roads Authority".



Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

AM/2021

Appendix IV: NACOSTI Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 422062	Date of Issue: 15/May/2021
RESEARCH LICENSE	
	
This is to Certify that Miss. ZIPPORAH WANGUI MURIITHI of Kenyatta University, has been licensed to conduct research in Nakuru on the topic: LEARNING ORGANIZATION AND PERFORMANCE OF KENYA URBAN ROADS AUTHORITY for the period ending : 15/May/2022.	
License No: NACOSTI/P/21/10434	
422062 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
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